

Damian Cooper – Assessment PD Dec 1

Minds On – what are our issues around assessment? (as posted on chart paper by Damian based on whole group discussion)

- # of assignments – how much? How to reduce?
- Fair/balanced assessment
- Post-secondary assessment (e.g. multiple choice) → we need to prepare them
- How much practice before the summative?
- 4 categories – artificial (especially application); validity/fairness of application
- More formative needs more time
- Rubrics – below 50%?
- Motivation in applied to go beyond knowledge
- Assess process or product?
- How/should we record formative?
- Efficiency for teachers
- Overall validity and reliability

Exit Card Feedback

3 things I learned today...	2 questions I still have...	1 thing I'd like to try...
<p>-3 sources for summative assessment (triangulation) → this came up often</p> <ul style="list-style-type: none"> -sports analogy (practice/games/playoffs) -INTU strategies -students need to be engaged -use of checklists -using quizzes as formative -criterion referenced -students benefit from taking responsibility for their learning -the “amount” of mark entries is not as important as quality of tasks -backwards planning -reaffirmed my understanding of formative/summative -the need for collaboration in the department -use oral feedback → this came up often -sharing learning goals upfront with students -effective assessment does not 	<ul style="list-style-type: none"> -incorporating oral assessment/ feedback -time to have my department fully engaged in this conversation → we already have so much on our plate (this comes up often) -more time for formative? -revisit weights -decision on which category -more examples to try these strategies -how to effectively implement strategies -how to maintain consistency and fairness -how to work with differentiated assessment -how to use oral feedback -how to make evaluation better reflect STSEs -how do we get others on board (those who weren't at session) -self and peer assessment -how to choose 	<ul style="list-style-type: none"> -all formative during the units & unit test as summative -increasing feedback -using coloured highlighters idea -verbal/oral “check-ins” -“no hands” strategy -setting up labs to be more student-centred inquiry-based -INTUs -use more formative, less marking -more checklists -conferencing -planning a course using Cooper's model -moderated marking (time in a workshop?) → this came up often -learning goals -learning skills posters -more self-assessment -giving students more options -more DI (e.g. tiered assessments) -incorporate games into learning

<p>amount to extra work</p> <ul style="list-style-type: none"> -importance of learning skills -less focus on marks -more student collaboration -many other science teachers struggle with the same issues -“everything counts” but not necessarily for a mark -tiered assessments -professional judgment is not subjective -primary purpose of education is to develop critical thinking -the “knowledge/exit tree” -focus on “Big Ideas” -8 big ideas of assessment -providing effective rubrics -DI = responsive teaching -when posing questions, have students talk to each other first -Cloze passages (omit every 5th word) to assess language skills -incorporating for/as learning strategies -not every summative needs all 4 categories -not correcting tests → let students figure them out -essential skills 	<p>necessary/critical expectations</p> <ul style="list-style-type: none"> -engaging students in accurate self-assessments -balancing assessment in all 4 categories -inquiry in science -balance between teaching and assessment -how to successfully incorporate DI -how do I use this and ensure enough content for 12U students -how can you encourage them to work without marks being used -example of a tiered assignment → this came up often -how to reasonably have one-on-one conferences with classes of 30+ students -more examples: what’s in the book? -groupings: how easy is it to do? How do I make sure students in different groups don’t feel they’re doing less/more work? -how will I use some of these strategies? -how can I implement DI without external support? -how to incorporate more critical thinking -what about our reluctant students? -where can I get more practical tools? -consistency across the board? 	<p>process</p> <ul style="list-style-type: none"> -reduce what we think we “need” to cover -apply triangulation -design evaluation plan with less marking -raise profile of learning skills -have a place (website) to share -the “knowledge/exit tree” -research process checklist -incorporate checklists and INTUs into Smarter Science Framework -building time for oral evaluations -read “Never work harder than your students” -give more control of learning to students -use of anchors -use of traffic lights
---	--	---

General Observations:

- Let’s do this more often
- My job is harder
- Can we share the PowerPoint with teachers who weren’t at the session?
- Can this meeting of the “minds” re-cur next semester?
- Visuals were hard to see; sound not too great